

Sequencing content: Stage 3 Dance

Outcomes

<p>Performing DAS3.1 Performs and interprets dances from particular contexts using a wide range of movement skills and appropriate expressive qualities.</p>	<p>Composing DAS3.2 Explores, selects, organises and refines movement using the elements of dance to communicate intent.</p>	<p>Appreciating DAS3.3 Discusses and interprets the relationship between content, meaning and context of their own and other's dances.</p>
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Content sequence

<i>Unit of work</i>	<i>Focus elements</i>	<i>Students learn to:</i>	<i>Students learn about:</i>	<i>Indicators</i> Students might:
<p>Sculpture <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>action space relationships</p>	<ul style="list-style-type: none"> ▪ give form to a range of movement ideas based on a theme of sculptures ▪ critically reflect on works, considering use of the elements of dance. 	<ul style="list-style-type: none"> ▪ the use of the elements of dance to create new work which conveys ideas about people and figurative sculpture. 	<ul style="list-style-type: none"> ▪ interpret and perform sequences with awareness of detail in the use of stillness and focus ▪ develop sequences of movement and transitions using pictures of sculptures and people as stimuli ▪ compare the varying use of dance elements in their own work and the work of others.
<p>The living landscape <i>Creative Arts</i> <i>K-6 Units of Work</i></p>	<p>action dynamics</p>	<ul style="list-style-type: none"> ▪ use appropriate expressive and movement skills in performing dance sourced from Aboriginal music, dance and storytelling ▪ critically discuss meaning and interpretation of works. 	<ul style="list-style-type: none"> ▪ the use of the elements of dance to create a new dance work which conveys meaning ▪ how dance occurs in indigenous culture ▪ how dance works can be interpreted. 	<ul style="list-style-type: none"> ▪ interpret and perform movement sequences displaying intent ▪ develop and refine movement sequences that are influenced by contemporary aboriginal styles of dance ▪ associate dance with the values and meaning of Aboriginal storytelling.
<p>Dance solutions <i>Quantum leaps</i></p>	<p>structure space time relationships</p>	<ul style="list-style-type: none"> ▪ create and perform works using mathematical concepts as a stimulus ▪ talk and write critically about the process of their work 	<ul style="list-style-type: none"> ▪ manipulation of common movement using a variety of mathematically-influenced devices ▪ consideration of audience viewpoint when structuring dance. 	<ul style="list-style-type: none"> ▪ create group shapes that can be viewed from a variety of angles ▪ understand and apply spatial concepts to the manipulation of shape ▪ explore ways to vary movement by using repetition, fragmentation, isolation and changed quality ▪ write a personal reflection on the exploration.
<p>Contrast <i>Quantum leaps</i></p>	<p>action dynamics relationships structure</p>	<ul style="list-style-type: none"> ▪ use a range of stimulus to manipulate, shape and construct individual and group sequences ▪ talk and write critically about their dance experience, both as participants and as members of a dance audience. 	<ul style="list-style-type: none"> ▪ the fundamental role of stimulus in the compositional process ▪ the range of meanings in dance, which like other artworks, can be interpreted by people in different ways. 	<ul style="list-style-type: none"> ▪ interpret colour and emotion through movement ▪ construct an individual sequence abstracted from literal movement ▪ perform a dance demonstrating clarity of intent ▪ discuss the impact of various stimuli on the creation of movement.